

1 **Grade Ten—World History, Culture, and Geography: The Modern
2 World**

3 **Global Overview: 1750 CE to the Present**

4 The three-hundred-year period covered by the tenth-grade course saw the
5 intensification of a truly global history as people, products, diseases, knowledge,
6 and ideas spread around the world as never before. Students consider how a
7 modern system of communication and exchange drew peoples of the world into
8 an increasingly complex network of relationships in which Europe and the United
9 States exerted great military and economic power. Looking at the period as a
10 whole, teachers can help their students develop their Historical and Social
11 Sciences Analysis Skills. The ability to see connections between events and
12 larger social, economic, and political trends may be developed by having
13 students consider the most fundamental changes of the era:

14 • The intensification of the move toward a global market aided by rapid
15 transportation of goods around the world, powerful international financial
16 institutions, and instantaneous communication

17 • The emergence of industrial production as the dominant economic force
18 that shaped the world economy and created a related culture of
19 consumption

20 • Increasing human impact on the natural and physical environment through
21 the growth in world population, especially urban settings where
22 populations engaged in mass consumption through mechanical and
23 chemical developments related to the industrial revolution

- Two distinct waves of imperial expansion and the growth of nation-states as the most common form of political organization
- The application of industrial technology and scientific advancements to the development of mechanized warfare, which drew millions of people into the experience of “total war”
- The emergence of ideas of universal rights for all individuals, regardless of gender, class, religion, or race, which spread around the world.

31

32 **1750-1917: Revolutions Reshape the World.** The eighteenth century
33 witnessed the development of two revolutionary trends that ultimately influenced
34 the world in ways that are still felt today. The first “revolution” was the emergence
35 of industrialization. This revolution facilitated the development of European
36 imperialism in the late nineteenth century. Together, mechanized heavy industry,
37 mass consumption culture, and a global division of labor continue to shape
38 uneven development in the contemporary world. The second revolutionary trend
39 was the political revolutions in North America, Europe, and Latin America.

40 Leaders of all of the revolutions espoused liberal republican ideologies. While
41 realized only partially in each revolution, these ideas spread throughout the
42 world, inspiring reforms and revolutions across the globe.

43

44 **1914-1945: Global Wars.** The period between 1914 and 1945 saw two major
45 world wars, with technological advancements in weaponry that led to the deaths
46 of millions of soldiers and civilians. World War I began in 1914 as a result of

47 nationalist tensions in Europe and spread quickly across the continent among the
48 European states caught in the web of alliances. During the interwar period, an
49 economic depression swept across the globe. As worldwide agricultural
50 production increased, prices fell, while consumers retained very little purchasing
51 power. Industrialized nations reacted by increasing protective tariffs, which
52 resulted in the stifling of international trade. These economic trends, along with
53 the collapse of the international banking system, led to the Great Depression. In
54 the midst of this turmoil, new authoritarian regimes in Europe and Asia
55 challenged liberal democracies. The expansionist goals of Italy, Germany, and
56 Japan translated into specific instances of military aggression. The Allied and
57 Axis Powers during World War II engaged in conflicts across the globe including
58 battlegrounds in Europe, North Africa, East Asia, and the Pacific Basin.
59 Immediately following the war, genocide, the systematic destruction of an ethnic
60 or religious group, was established as a crime under international law through the
61 development of the United Nations. Unfortunately, the Holocaust was not the first
62 or last genocide in the twentieth century.

63

64 **1945–Present: Emergence of the Global Era.** The effects of World War II
65 reverberated around the world, intensifying three earlier trends whose effects
66 persisted well into the twenty-first century: decolonization, the Cold War, and
67 globalization. The war initiated the overall decline of European power worldwide
68 and the rise of the United States militarily, economically, and culturally.
69 Participation in the war by colonial subjects fueled nationalist movements that

70 either forced or placed increasing pressure on European powers to grant
71 independence. The postwar period also witnessed an escalation in hostility
72 between the U.S. and the Soviet Union. Throughout the Cold War, the U.S. and
73 the Soviet Union intervened politically, militarily, and economically in dozens of
74 nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an
75 effort to protect their strategic interests. More recently, the process of
76 globalization has created the largest world market in history, spreading many
77 cultural practices, ideas, and products around the world.

78

79 **The Development of Western Political Thought**

80 Students begin the tenth grade course of study with a review of Western
81 political thought. The Western moral and political tradition, which influenced
82 much of the world in the modern period, had its origins in the Bible and in Greco-
83 Roman philosophy. Both Jewish and Christian scriptures informed ethical beliefs,
84 and Greek philosophers, such as Plato and Aristotle, spoke and wrote of citizens'
85 duties to provide for the well-being of the community in the Athenian city-state.
86 Roman legal systems and political organizations were built on Greek ideas and
87 argued that virtue—defined as selfless devotion to the well-being of the civic
88 community—was necessary to protect personal liberty. This unit provides ample
89 opportunity for students to develop their ability to evaluate ideas, debate the
90 legacy of the early philosophers' ideas, and develop their ability to both articulate
91 and defend a particular position through classroom debate, simulations, and
92 multimedia presentations.

93 While Christian ethical ideas remained well-known throughout the Middle
94 Ages, many Greco-Roman ideas disappeared from intellectual discussion.
95 During the Renaissance, humanist scholars rediscovered many of these Greco-
96 Roman writings in part through contact with Byzantine and Islamic scholarship.
97 Inspired by these writings, “civic humanists” in the early modern period urged
98 citizens to participate in public life, much as Roman philosophers had more than
99 a thousand years earlier. Such participation was necessary, they argued, to
100 prevent tyranny. Civic humanists emphasized virtue and knowledge as ancient
101 philosophers had, but now they often used Christian and Jewish moral and
102 ethical principles as the basis of virtuous behavior.

103 Civic humanist ideals continued to influence political philosophers during the
104 Enlightenment. Philosophers’ concern for personal liberty and their suspicions
105 about the dangers of tyranny led them to embrace representative governments of
106 limited power as the ideal form of political organization. American, European,
107 Latin American, and Haitian revolutionaries defended their actions using these
108 ideas. Their postrevolutionary constitutions were explicitly written to limit
109 government power and protect the rights of citizens. Students might explore the
110 growth in individual rights in this era, as well as the limitations of these rights to
111 particular groups. In particular, they could consider the paradox between slavery
112 and individual rights through an examination of Enlightenment writings and
113 images.

114

115 **Democratic Revolutions**

116 The emergence of liberal democratic ideas provides an opportunity for
117 students to engage in primary source analysis, develop further their ability to see
118 connections, and consider questions of historical significance. Students examine
119 political documents to study both the events and the ideas that emerged in the
120 Atlantic world at the beginning of the modern period. Contemporary thinkers in
121 Europe, North America, and Latin America engaged in formal and informal
122 conversations about the Enlightenment writings of philosophers such as John
123 Locke, Jean-Jacques Rousseau, Catherine the Great, Madame Geoffren, Mary
124 Wollstonecraft, **Adam Smith**, and Charles-Louis Montesquieu. In addition, the
125 writings of Thomas Jefferson, James Madison, and Simon Bolivar help students
126 recognize the leading philosophical and political ideas during this exciting time of
127 socio-cultural and political change.

128 A consistent theme in European politics in this period was the struggle
129 between monarchical power and the rights and privileges of aristocratic and
130 mercantilist elites. These conflicts intensified as states attempted to pay the costs
131 of centralizing administration and increasing army and naval expenditures
132 through increased taxation. An example of this contest was the Glorious
133 Revolution, when the English Parliament emerged victorious and the authority of
134 the monarch was limited by the rule of law. The American and French
135 Revolutions, on the other hand, overthrew monarchical authority. In North
136 America, colonists issued the Declaration of Independence that asserted all men
137 have “unalienable Rights” that they sought to uphold and protect through a
138 republican form of government. The French Revolution led to the dissolution of

139 the French monarchy and the establishment of a republic. However, the French
140 Revolution did not live up to its own ideals in the short run and succumbed first to
141 a destructive Terror, then ultimately to despotism and continental war under
142 Napoleon.

143 Varied connections bound together the Atlantic world as a network to spread
144 revolutionary thinking and activism. With the American and French revolutions
145 serving as models of republican government, former slaves in Haiti, colonial
146 peoples in Latin America, and military and religious elites in Spain and Portugal
147 all participated in revolutionary uprisings that led to constitutional governments.

148 These new governments implemented laws and institutions that echoed
149 principles seen in the Magna Carta and reflected the Enlightenment ideas
150 embodied in the English Bill of Rights, the French Declaration of the Rights of
151 Man and the Citizen, and the United States Constitution and Bill of Rights. The
152 concepts of individual rights under the rule of law and liberal democratic
153 principles brought an end to traditional aristocratic privileges, served as political
154 and economic ideals for these emerging nations, and continued to encourage
155 disfranchised groups in those states to press for greater equality and rights.

156 Students may consider how the universal ideas of the Enlightenment texts
157 continued to be a significant political strategy for the expansion of citizenship
158 rights in liberal democracies during the modern era. To translate these historical
159 concepts to their daily lives, students might create their own Declarations of
160 Rights.

161 These Atlantic revolutions and the subsequent Napoleonic Wars resulted in
162 the establishment of a new type of political structure, the nation-state. Through
163 the increased networks of communication that emerged in this period, people
164 began to imagine themselves as part of a larger national community. Concepts of
165 national identity and nationalism emerged that bound people together through
166 shared language and culture. Students may examine the ways in which the
167 Congress of Vienna and the Concert of Europe rearranged the map of Europe.
168 Arguments over the definition of citizenship in the nation-state continue into the
169 contemporary period and therefore provide opportunities for students to develop
170 further their own understanding of the rights and responsibilities of citizens.

171

172 **Industrial Revolutions**

173 As a result of the Industrial Revolution, the center of the world economy
174 shifted to Western Europe. Students learn that its path diverged sharply from that
175 of China and India, which had together accounted for nearly half of the world's
176 manufacturing prior to the rise of industrialization. Some historians have criticized
177 the use of the term "revolution," as the changes brought by industrialization were
178 often gradual and uneven. In a broad global perspective, however,
179 industrialization has arguably been one of the most dramatic transformations in
180 human history, altering patterns of work, settlement, international relations,
181 consumption, family relations, and values.

182 In addition to its historical significance, the Industrial Revolution also provides
183 rich opportunities for students to develop their geographic and economic literacy.

184 Britain was the first nation to industrialize, benefitting from a number of strengths.
185 Students use a variety of maps to explore Britain's natural resources, such as
186 navigable rivers and large coal deposits. Students review economic data to see
187 how industrialization generated profits for Great Britain through its role in
188 worldwide trade and from goods produced in its colonies. Profits were reinvested
189 back into production. Industrial techniques soon spread to France, Germany, and
190 the United States as well as the inventions and discoveries of James Watt, Eli
191 Whitney, Henry Bessemer, and Thomas Edison, resulting in technological
192 changes and advances in science. At the same time, students can identify the
193 environmental impact of the Industrial Revolution and discuss the positive and
194 negative consequences of industrialization.

195 The leaders of world empires reacted to these changes in various ways.
196 Russia followed a model of government-sponsored development. In Japan, after
197 overthrowing the Tokugawa dynasty in a coup, the Meiji government rapidly
198 embraced industrialization. Japanese government ministers adapted European
199 techniques with *zaibatsus*, a distinctively native form of business organization in
200 which large family-owned monopolies controlled broad sectors of the economy.
201 Leaders in the Ottoman Empire and China engaged in limited industrialization,
202 but their choices were constrained by the earlier establishment of informal
203 European empires and by resistance from conservative groups within their
204 borders. This accelerated their gradual military decline, which had already begun
205 by the 1700s.

206 The Industrial Revolution represented a fundamental shift in the production of
207 goods. Large-scale repetitive-motion machines powered by new energy sources
208 such as coal and hydro-energy replaced human and animal energy. Competing
209 for profits, corporations grew substantially as they sponsored continuous
210 innovations in goods and carefully oversaw the system of production. Wage
211 laborers subjected to regimented work conditions in factories rapidly mass-
212 produced inexpensive standardized goods. Industrialization also dramatically
213 changed the way of life for millions of people who were not directly involved in
214 factory work. Miners and plantation workers, for example, were essential to the
215 creation of commodities produced in factories.

216 While each of these states experienced industrialization in distinctive ways,
217 they also faced some similar experiences. Growing populations increasingly
218 concentrated in urban areas as the disparity between the wealthiest and the
219 poorest grew. At the same time, the standard of living gradually improved
220 throughout the world. Workers protested the rigid time-discipline and poor
221 conditions of factory work. Unions grew, often inspired by new ideologies of
222 socialism, particularly Marxist concepts of inherent class conflict between the
223 profit interests of capitalists and the concerns of laborers.

224 Industrialization also separated home and work, which had typically been the
225 same in pre-industrial societies. Using relevant primary sources, literature, and
226 classroom simulations, students can get a real sense of the impact of
227 industrialization upon families. Middle-class families began to think of home as a
228 separate sphere for women and children to be protected from the evils of the

229 industrial environment. Women were discouraged from paid labor, and children
230 were sent to school. In many poorer families, however, women continued to work
231 in the paid labor force, as did their children. Although the mechanized production
232 of both goods and crops dramatically changed life in industrial nations, most of
233 the world continued to engage in subsistence farming to meet basic needs.
234 Students could compare the similarities and differences in the consequences of
235 industrialization in these countries while evaluating the costs and benefits of
236 industrialization. Students can compare and contrast child labor around the world
237 today with child labor in the 1800s. Students may also examine the link in the rise
238 of formal education systems, nationalism, and national identity to the Romantic
239 movement, which included the proliferation of art and literature (for example, the
240 poetry of William Blake and William Wordsworth), social criticism (for example,
241 the novels of Charles Dickens), and music (such as Ludwig van Beethoven).

242

243 **The Rise of Imperialism and Colonialism**

244 In this unit, students examine the worldwide imperial expansion that was
245 fueled by the industrial nations' demand for natural resources and markets and
246 by their nationalist aspirations. The economic strength of industrialized nations
247 gave them an advantage over nations that engaged in traditional manual
248 production of goods. For much of this period, local manufacturing in regions such
249 as India, China, and Latin America declined dramatically. Some scholars use the
250 label “neo-colonialism” to refer to this situation where many countries, while not

251 formally colonized, became increasingly dependent on industrialized nations to
252 establish the terms and conditions of international commerce.

253 The race to secure raw materials spurred European, Japanese, and
254 American imperialism. Tropical products, such as rubber and tea, and other
255 resources for industrial use drove competing nations to claim political, economic,
256 and territorial rights to colonies. Colonizers also justified their conquests by
257 asserting arguments of racial hierarchy and cultural supremacy along with
258 fulfilling a civilizing missionary impulse. Literature, such as Chinua Achebe's
259 *Things Fall Apart*, engages students with this period and deepens the ability of
260 students to understand the era within its own context.

261 Governments in industrialized nations also viewed overseas expansion as a
262 means to strengthen their own global strategic position. The development of
263 more advanced firearms, transportation, and communications than nonindustrial
264 societies paved the way for a wave of imperialism. Britain, France, and other
265 European nations established colonies throughout Africa and South and
266 Southeast Asia, while the U.S. and Japan did the same around the Pacific Rim,
267 often using local elites and harshly exploiting colonized peoples as laborers
268 despite their strenuous resistance. Indigenous leaders in various colonized
269 regions engaged in serious, protracted resistance to the colonizers, though they
270 were ultimately outmatched technologically. Students demonstrate their
271 understanding of this period—and the different perspectives of both the
272 industrialized and colonized nations—by writing editorials, government position

273 papers, giving speeches, or creating multimedia documentaries for their
274 classmates.

275 Although most Latin American nations were technically independent in this
276 era, they often came under the influence of European nations and the United
277 States after accepting large loans to help them develop. Western presence had a
278 drastic impact on the societies of these regions. In noncolonized regions, political
279 and economic problems led to revolutions in Mexico, Russia, and elsewhere with
280 leaders competing over liberal and Marxist visions for their nations. In China, Sun
281 Yat-Sen's Republic of China replaced centuries of dynastic rule and, with great
282 effort, fought off the imperialist aspirations of foreign countries. Students create a
283 chart focusing on the struggle for independence of the colonized regions of the
284 world. Individuals and locations should include Sun-Yat Sen of China, José Martí
285 of Cuba, Menelik I of Abyssinia, and Gandhi of India.

286 Colonizers introduced new infrastructures, medicines, educational systems,
287 and Western beliefs. Print technology and more rapid transportation aided the
288 growth of Protestantism, Catholicism, Islam, Sikhism, and Buddhism. These
289 technological developments also facilitated the transformation of regional Indian
290 religious traditions into a more unified Hinduism. Christian missionaries made
291 use of colonial institutions and infrastructure to educate and evangelize native
292 peoples, helping to broaden Christian presence around the world. Some
293 European thinkers joined religious beliefs to Social Darwinian ideas about the
294 evolution of races, leading to European efforts to “civilize” native peoples they

295 perceived as “backward.” They attempted to change practices involving marriage
296 and women’s social roles.

297 While some colonial peoples converted to European practices, others deeply
298 resented the violent exploitation of their people and the disruption of their
299 traditional beliefs. Nationalist leaders, often educated in European universities,
300 began to use ideologies rooted in the Enlightenment to challenge the injustice of
301 Western and Japanese imperialism. Europeans, in turn, were shaped by their
302 encounters with colonial peoples, often introduced to non-Western religions and
303 systems of thought for the first time. Though the label “globalization” is often
304 restricted to the late twentieth-century, students might explore the ways in which
305 both industrialization and imperialism initiated the process through transport and
306 communication technologies, unprecedented levels of global migration, and
307 accelerating global economic exchange.

308

309 **Causes and Course of World War I**

310 The Great War, later called World War I, began in 1914 as a result of
311 nationalist tensions in Europe and the subsequent militarization that resulted
312 from clashes between these states over colonial resources and markets. This
313 insecurity led these powers to form alliances, which embroiled the great powers
314 of Europe in a multi-year conflict that included soldiers from throughout the world.
315 Nationalism, alongside a growing militarization of the European powers, created
316 a climate of distrust that eroded the balance of power. At the advent of the war,
317 political leaders who faced social unrest at home saw the war effort as a way to

318 divert popular criticism and stoke patriotism. To this end, European governments
319 created propaganda aimed at encouraging the civilian population to support total
320 war. To deepen student understanding of the causes of World War I, teachers
321 can divide the class into allied groups based upon the major participants in the
322 war. In their groups, students examine a collection of pre-war propaganda and
323 political cartoons by utilizing one of the many primary-source analysis tools
324 available online to create a newsletter, propaganda poster, or political cartoon.

325 The war that was to be “over by Christmas” continued as opposing armies on
326 the Western Front settled down to a stalemate through a system of trench
327 warfare in which each side dug in behind a wall of trenches that reached from the
328 North Sea to Switzerland. Using primary sources (in electronic format) as well as
329 literature, such as Erich Maria Remarque’s *All Quiet on the Western Front*,
330 students can come to appreciate the struggles faced by soldiers fighting in the
331 trenches. For three years, the western front moved roughly three miles per year
332 in any one direction. Although the primary battles of World War I took place in
333 Europe, by the end of the conflict, colonial soldiers from Africa and Asia had
334 participated in the war effort alongside soldiers from Australia, New Zealand, and
335 America. Both military and civilian casualties resulted from a war that had many
336 fronts. Technological advancements, such as the machine gun, poison gas,
337 aircraft, and high explosives, allowed for destruction of human life on a scale as
338 yet unknown. However, this war was not limited to the battlefields of Europe.
339 Combat in Western Europe, Eastern Europe, and the Middle East left a lasting
340 mark on these societies that were felt long after the fighting ended. The advent of

341 total war (targeting civilian populations) mobilized not only the soldiers, but
342 included the European home front and colonial territories where large portions of
343 these economies and societies were focused on combat.

344 By 1918, 12 million had died and millions more returned home wounded,
345 which was magnified by that year's deadly pandemic of the Spanish Flu. The
346 Ottoman, Austro-Hungarian, and Russian empires had collapsed and in their
347 place, independent states emerged. Before the fighting had ended, Armenians
348 were expelled from Ottoman Turkey and forcefully marched to the Middle
349 Eastern desert. The Young Turk government created a systematic program to
350 exterminate the Armenians as a people, which has come to be known as the
351 Armenian Genocide.

352 The collapse of the imperial powers that resulted from the Great War led to
353 new political structures, most notably a revolutionary uprising in Russia. In 1917,
354 the ineffectual Czarist leadership was overthrown. The communist Bolsheviks
355 seized power and struggled to create a new form of government that established
356 the political monopoly of the Communist Party and workers' soviets. Students
357 can create a dialogue to compare the view of individuals from two different
358 groups within the revolution.

359

360 **Effects of World War I**

361 In 1919, the victors of World War I—France, Britain, and the United States—
362 turned toward settling the war, organizing peace, and punishing the losers.
363 President Woodrow Wilson offered in his Fourteen Points his vision of a peaceful

364 postwar world order based on the principles of national self-determination and
365 free trade, though only some of his principles were embraced by Britain and
366 France in the Treaty of Versailles. The leaders of the victorious countries drafted
367 the treaty, which required the losing powers, particularly Germany, to assume
368 responsibility for starting the war, and to pay the victors reparations through large
369 amounts of currency and land. New nations were created in Eastern Europe,
370 carved from the territories of defunct empires. The Treaty of Versailles also
371 established the mandate system, which granted many of the Allied Powers,
372 including Japan, administrative governance over former territories and colonies
373 of Germany and the Ottoman Empire. Outside of Europe, colonized peoples who
374 had fought for the British and French soon realized that they would not be
375 granted self-determination like the European peoples who gained their own
376 states after the war, and organized nationalist independence movements to
377 oppose the authority of colonial powers. The Balfour Declaration of 1917—and
378 the debate over its meaning—can be introduced as an example of the
379 consequences that stemmed from the legacy of colonialism. Students can
380 deepen their understanding of the treaties that ended World War I and their
381 legacy through simulations that divide the class into representatives from the
382 war’s participants—including victors such as Great Britain, losers such as
383 Germany and the Ottoman Empire, and formerly colonized nations.
384 The last of Wilson’s Fourteen Points was the creation of a League of Nations
385 in order to promote the continuity of peace. Although Wilson arduously rallied for
386 Congress to join the League, American isolationists were reluctant to enter into

387 potentially indefinite alliances and thus never consented to join. The American
388 failure to participate undermined the League's effectiveness in implementing its
389 goals.

390 Europe's economy was weakened as a result of the economic and social
391 costs of World War I and was increasingly supported by American loans. Both
392 during and after the war, worldwide agricultural production increased, leading to
393 falling prices and lack of buying power on the part of rural consumers for
394 manufactured goods. Industrialized nations reacted by increasing protective
395 tariffs, which stifled international trade. These economic trends, along with the
396 collapse of the international banking system, led to the Great Depression, a time
397 when incomes eroded and unemployment increased throughout the world. This
398 economic collapse further undermined liberal democratic regimes and was a
399 major blow to conceptions of the progressive nature of capitalism.

400 At the end of the war, veterans often came home injured mentally (what is
401 now termed post-traumatic stress disorder) and physically. These men, along
402 with the millions that did not return home, served as a constant reminder of the
403 horrors of modern warfare. With the return of the soldiers, women lost their war
404 industry employment; however, some women experienced political gains through
405 suffrage. People the world over commemorated the war privately and publicly.
406 Individuals and groups reacted to the dislocation they felt by turning to novel
407 cultural expressions and social organizations, such as newly emerging art
408 movements and political parties to assuage the disillusionment that was a result
409 of the first modern war. Artists and authors created counter-cultural art

410 movements that expressed the disillusionment felt by many. For example, Pablo
411 Picasso and the self-identifying “lost generation” that included Gertrude Stein,
412 Ernest Hemingway, and F. Scott Fitzgerald, among others, represented and
413 documented the cultural shift initiated by the experience of war.

414

415 **Rise of Totalitarian Governments after World War I**

416 With the collapse of the capitalist market system that caused the Great
417 Depression, alternatives to liberal democracies, such as communism and
418 fascism, emerged as political realities. Students may compare and contrast how
419 these communist and fascist governments responded to the collapse of the
420 capitalist system during the Great Depression through the use of graphic
421 organizers, debates, and position papers.

422 After the Russian Revolution, communism emerged as an alternative to
423 Western-style capitalism in the Soviet Union. Marxist ideas were put into practice
424 through Lenin’s New Economic Policy. Beginning in 1918, the government
425 established a system of Gulag labor camps in the Soviet Union and Siberia to
426 contain political opposition. After the civil war and the death of Lenin, Joseph
427 Stalin rose to leadership. Stalin’s Five-Year Plans provided a model of state-run
428 development, in direct opposition to capitalism. Stalin’s industrialization plan
429 included forced collectivization of peasant farms, and as a result, led to a
430 massive loss of life. Stalin’s political consolidation led to the further imprisonment
431 and death of many, including wealthy peasants, non-Russians, and members of
432 the Communist Party who were suspected of disloyalty. Students should learn

433 about the connection between economic policies and political ideologies,
434 including the crushing of workers' strikes. With this background they can also
435 examine the famine in Ukraine that led to the starvation of millions of people; the
436 political purges of party leaders, artists, engineers, and intellectuals; and the
437 show trials of the 1930s. By analyzing examples of socialist realist art (and
438 comparing it to the reality) and reading George Orwell's *Animal Farm*, students
439 can acquire deeper insights into this period.

440 One point of comparison that some historians have employed to compare
441 transformations in Europe during the interwar years is the concept of
442 totalitarianism, or a centralized state that controls aspects of life through violence
443 and terror. Using this strategy, students can examine the similarities and
444 differences between the political structures of the Soviet Union, Germany, and
445 Italy in the 1930s. In post-war Germany, the Weimar Republic emerged as an
446 example of the implementation of liberal democratic political principles that
447 included new freedoms for men and women. However, with debts of World War I
448 and the Depression, portions of the populous and political establishment were
449 anxious about communists and other radicals and turned to the leadership of
450 Adolf Hitler. Although Hitler's Nazi party never won an outright majority in any
451 German election, he was able to exploit enough fear and uncertainty to gain the
452 position of Chancellor in 1933. Once they had a foothold in government, Hitler
453 and the Nazis consolidated their power by limiting dissent and imprisoning
454 opponents, **homosexuals, the sick and elderly**, Jews, and other "non-Aryans" in
455 concentration camps, while rearming the German military.

456 In response to both communist and liberal democratic ideologies in Italy,
457 Benito Mussolini's fascists provided a nationalist and militaristic alternative to the
458 individual rights privileged in liberal democracies. The fascists in Italy and the
459 Nazis in Germany established state-driven economies, rearmed their militaries,
460 and legislated gender, religious, and racial hierarchies in the name of an ultra-
461 patriotic nationalism.

462 As in Italy and Germany, Japan's authoritarian government, increasingly
463 dominated by the military, controlled portions of the economy and furthered
464 imperial ambitions. The expansionist goals of Italy, Germany, and Japan
465 translated into specific instances of military aggression, first in China, then in
466 Europe, and finally in the United States, that drew the Allies into war with these
467 Axis Powers.

468

469 **Causes and Consequences of World War II**

470 The study of Nazism and Stalinism leads directly to an analysis of World War
471 II and its causes and consequences. The war itself was truly global and included
472 battlefronts in Europe, Asia, Africa, and the Pacific. Historians estimate that 60
473 million, or three percent of the total population, died as a result of World War II.
474 The massive death toll resulted from the multitude of battlegrounds and soldiers
475 involved in the conflict. Devastation also struck civilian populations as they were
476 swept up in ground campaigns and were victims of bombing.

477 To become oriented to the leading nations in the conflict, students continue to
478 learn about the German, Italian, and Japanese attempts to expand their empires

479 in the 1930s. Students should understand the resentment of the German people
480 to the crushing reparations imposed on them by the Treaty of Paris, the rampant
481 inflation and resulting hardships of the German people during the rise and fall of
482 the Weimar Republic, and the apparent economic miracle attributed to the Nazi
483 regime as it prepared for war. In Germany, as Hitler began to stretch his empire
484 toward Austria and Czechoslovakia, Britain and France initially employed a policy
485 of appeasement, while the United States Congress passed a series of “Neutrality
486 Acts” designed to keep the nation on a path of nonintervention. Both continents
487 were entangled in domestic financial crises, and the American populace
488 especially displayed strong isolationist impulses, even convincing Congress to
489 hold investigations about possible malicious business interests that had led the
490 country to enter World War I. Appeasement of Hitler finally came to an end when
491 Germany invaded Poland on September 1, 1939, and World War II began in
492 Europe. By then, Japan, an imperial power that had already colonized Korea in
493 1910 and occupied Manchuria in 1931, invaded China. In China, Japanese
494 soldiers engaged in a series of battles that led to the death of thousands of
495 civilians, including the horrors of the Rape of Nanking. Once war broke out in
496 Europe, the Japanese took advantage of Hitler’s conquests in Western Europe to
497 take over European colonies in Asia. However, the Japanese saw American
498 power in the Pacific as an obstacle to their imperial plans, leading them, in 1941,
499 to bomb the United States naval base at Pearl Harbor.

500 Through map study, students should identify which major nations formed the
501 Allied and Axis Powers. In studying the relative fluidity of the Axis nations,

502 students learn about the significance of the Stalin-Hitler Pact of 1939 and its
503 effects in partitioning Poland and bringing Latvia, Lithuania, and Estonia under
504 Soviet control. However, they also identify the pact's breakdown and the
505 subsequent Soviet alliance with the Allied nations.

506 "This war is a new kind of war...It is warfare in terms of every continent, every
507 island, every sea, every air lane in the world." As President Franklin Delano
508 Roosevelt's 1942 statement reveals, soldiers from throughout the world engaged
509 in battle even more mechanized than World War I, with tanks, airplanes, and
510 submarines wreaking massive destruction on military and civilian populations.
511 Hitler's military machine and *blitzkrieg* warfare conquered large portions of
512 Europe in a short time and expanded the war to include both western and
513 eastern fronts. The bombings of civilians in cities and rural areas brought fear,
514 death, and destruction to populations throughout the world. Through the use of
515 primary sources, such as excerpts from radio programs, newsreel shorts,
516 eyewitness accounts, newspaper articles, and photographs from the period,
517 students can gain a better understanding of the struggles faced by both soldiers
518 and civilians during the war.

519 With America's entry to the war, the Allies organized a counteroffensive that
520 mobilized massive civilian resources to combat the Axis powers. The Allies
521 retaliated with land and aerial campaigns that weakened the overstretched Axis.
522 Students may explore the tensions that existed between the Allied powers and
523 how these served as a prelude to the divisions between the West and the Soviet
524 Union in the postwar period.

525 The war, fought over many years, ended with the collapse of the Axis
526 regimes. Heavy fighting in both Western and Eastern Europe crushed the
527 German military, while the island-to-island skirmishes in the Pacific weakened
528 the Japanese forces, culminating in a heavy bombing campaign of the Japanese
529 home islands. Finally, in August 1945, the United States unleashed its most
530 deadly weapon, the atomic bomb, in Nagasaki and Hiroshima, which killed more
531 than 200,000 people and forced Japan to surrender, ending World War II.

532 Before and during the worldwide conflict, the Nazis implemented racial
533 policies across Nazi-controlled Europe. These policies drew upon notions of
534 racial hierarchies, also popular among eugenicists. The laws singled out Jews,
535 Slavs, Gypsies, and Jehovah’s Witnesses, as well as homosexuals and political
536 activists, and targeted these groups for oppression and state-sanctioned violence
537 in the concentration camps. Jews were specifically targeted and sent to
538 concentration camps where, under the Final Solution, some six million Jews were
539 killed through starvation, mistreatment, and gassing. At the end of the war, the
540 world was forced to acknowledge the devastation inflicted on millions of people
541 and attempted to rebuild societies wracked by war. Immediately following the
542 war, genocide, the systematic destruction of an ethnic or religious group, was
543 established as a crime under international law through the development of the
544 United Nations. Sensitivity and careful planning are needed to bring the history of
545 this period to life for students in a thoughtful and responsible way. The sheer
546 scope, the action (or inaction) of German civilians, and the inhumanity of the
547 Holocaust can be overwhelming to some students. Utilizing memoirs, such as

548 Elie Wiesel's *Night*, teachers can provide students with a deeper and more
549 personal understanding of the genocide, as can the use of carefully selected and
550 scaffolded primary source materials. Students can also conduct oral histories of
551 survivors of the Holocaust (or their family members), or review recorded
552 testimonials of those survivors on DVD or on the Internet. Students can examine
553 the resistance of Jews and others to the Holocaust.

554

555 **International Developments in the Post-World War II World**

556 One of the most significant effects of World War II was the emergence of the
557 Cold War, which ultimately affected much of the world, including the developing
558 world in Asia, Africa, and Latin America. Students explore the differences
559 between the capitalist-democratic United States and the communist-authoritarian
560 Soviet Union. These differences were apparent before the war, although they did
561 not prevent an alliance against the Axis powers. After the war, hostility increased
562 as the two nations disagreed sharply over plans for postwar Europe, especially
563 Germany. The fragile alliance preserved at the Yalta Conference in February,
564 1945, between Stalin, Roosevelt, and Churchill disintegrated in the coming
565 months and years. The United States distrusted the Soviet Union after its
566 expansion into Eastern Europe. Both competed to bring non-aligned countries
567 into their respective camps. Through the use of structured primary-source
568 analysis activities, teachers develop student understanding of this period.
569 Students can also develop their critical thinking and oral language in their study
570 of the Cold War by engaging in a Yalta press conference in which the class is

571 divided into representatives of the United States, the Soviet Union, and Great
572 Britain and members of the press corps.

573 Employing a variety of primary-source documents, pictures, and maps from
574 the era, students examine the two superpowers' different plans for Europe after
575 the war. The Soviet Union extended its reach into central Europe with the division
576 of Germany and the creation of satellite states in eastern and southeastern
577 Europe. The United States became involved in Western Europe to support the
578 reestablishment of liberal democratic states. It developed the Marshall Plan, a
579 massive American economic recovery plan for Western Europe **which helped to**
580 **rebuild European economies at the same time that it helped promote create**
581 **income and jobs at home**, and the Truman Doctrine, which stated American
582 support for people fighting against communist aggression. The Soviet Union
583 viewed these plans as an effort to protect American hegemony in Europe. In
584 response to the formation of the North Atlantic Treaty Organization (NATO), a
585 1949 military alliance of western European nations supported by the United
586 States, the Soviet Union initiated the Warsaw Pact of 1955, which aimed to
587 protect its eastern European territory and broader sphere of influence. Over time,
588 uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) exposed
589 fractures within the Soviet sphere of influence by revealing insurgent anti-
590 communist sentiment.

591 The Cold War grew in intensity as the Soviet Union developed atomic
592 weapons in an effort to catch up to the U.S. militarily. A nuclear arms race
593 continued for decades as the superpowers competed over advancements in the

594 number and delivery mechanisms of nuclear weapons. After a long civil war,
595 communists, led by Chairman Mao Zedong, came to power in China, expanding
596 the geographic scope of the Cold War. The presence of communist China also
597 complicated the earlier bipolar Cold War world, as tensions developed between
598 the two communist powers. Over time, the Cultural Revolution as well as the
599 Tiananmen Square uprising revealed to the outside world the extent of internal
600 dissidence.

601 Cold War competition spread throughout East and Southeast Asia, the Middle
602 East, Africa, and Latin America. Both superpowers constructed regional alliances
603 in an effort to counter their opponents' power. With the high stakes of nuclear
604 war, the two superpowers engaged in a number of wars by proxy. Using a variety
605 of maps, primary sources, and classroom simulation activities, students learn that
606 throughout the Cold War, the U.S. and the Soviet Union intervened politically,
607 militarily, and economically in dozens of nations in Asia, Africa, Latin America,
608 and the Caribbean in an effort to protect their strategic interests. **Students should**
609 **understand the economic interests that collided during the cold war and the**
610 **resulting alliances of different groups of nations. These** The “Third World”
611 interventions intersected with movements for independence and nation-building,
612 creating opportunities for nationalist leaders to improve their condition by playing
613 superpowers against each other. But superpower interventions also complicated
614 internal developments in those regions, compelling leaders or factions to choose
615 sides in the Cold War. Many nations aligned with one or other superpowers and
616 followed their development plans. Beginning with India, a wave of new states

617 formed throughout Asia and Africa, promising liberal democratic governments
618 and market economies. Decolonization prompted a wave of migrations from
619 former colonies to imperial metropoles, or former imperial centers. Britain,
620 France, and other western European nations became increasingly diverse as
621 former subjects relocated there permanently in search of economic opportunity.

622 Cold War conflicts complicated nationalist movements and desires for
623 independence among European colonies. As industrialized nations grew more
624 dependent on foreign oil, the Middle East became a central battleground of the
625 Cold War. But Middle Eastern nations had their own concerns and often tried to
626 play one superpower against the other. In 1947, the United Nations passed a
627 partition plan that would have divided Palestine into separate Jewish and Arab
628 states. When the British Mandate of Palestine expired in 1948, David Ben-Gurion
629 established the Jewish state of Israel, increasing tensions between Arabs and
630 the Jewish population. The legacy of the Holocaust certainly shaped world
631 opinion about Jewish people needing their own state.

632 After nearly half a century of proxy wars and worldwide tensions that
633 originated from the Cold War, the Soviet Union collapsed from both internal and
634 external weaknesses. Economic problems within the nation, an overburdened
635 military, and dissidents pushing for a larger opening in the infamous “iron curtain”
636 contributed to the breakup of the Soviet Union. The disintegration of the Soviet
637 Union spawned several independent republics, reflecting the principles of
638 national identity and self-determination. To grasp a broad overview of the Cold
639 War era, students could explore reasons for the emergence of the Cold War,

640 major developments in the Cold War era, and the intersection between Cold War
641 dynamics and decolonization efforts.

642

643 **Nation-Building in the Contemporary World**

644 Stretching from the World War II years through the contemporary period,
645 former colonies and dependent nations have embraced different **political and**
646 **economic systems models of government** in an effort to provide stability and
647 security. Although the regions and people vary drastically, students learn in their
648 last unit that many nations share similar challenges in attempting to unite. For
649 example, as in some Western European countries, the presence of multiple
650 ethnic, linguistic, and cultural groups within the borders of an individual state has
651 influenced nation-building efforts in these regions. Further, many places have
652 experienced civil wars or regional disputes that have led to civilian casualties.
653 Several nations continue to be dictatorships. At the same time, several countries
654 have seen a shift to civilian governments and popular, free, multiparty elections.
655 In this unit, students can engage in a comparative analysis in which they study
656 postcolonial developments in at least two of the following regions: Africa, the
657 Middle East, Latin America, and China. Students can demonstrate their
658 understanding of the contemporary world through multimedia projects, written
659 reports, or structured oral presentations.
660 Newly independent nations faced many challenges, especially in Africa.
661 These new countries inherited colonial borders that artificially divided some
662 ethnic groups into multiple states. More destructive was the reverse process:

663 new governments attempted artificially to unify multiple ethnic groups within their
664 inherited colonial borders into nation-states where loyalty centered on the state.
665 In many cases, European nations continued to exercise considerable political
666 and economic influence over former colonies, challenging the autonomy of the
667 new states. Chronic malnutrition and epidemic diseases contributed to the lowest
668 longevity rates in the world. Despite the current low standards of living for most
669 citizens in Sub-Saharan-Africa, many countries contain important natural
670 resources, including petroleum, which has the potential to improve the quality of
671 life for their citizens **as these nations attempt to move beyond colonial economies**
672 **based on extractive industries, to more balanced economic growth.** One of the
673 greatest challenges to stability in Africa has been the AIDS epidemic, which
674 drained the labor pool and taxed economic resources. Some stable republics
675 exist, however, including Botswana and South Africa, where apartheid gave way
676 to multi-party democracy in the 1990s, though these countries continue to be
677 challenged by an unequal distribution of wealth.

678 In the Middle East, tensions between Israel and its neighbors remain high,
679 especially over a future Palestinian state and Arab recognition of Israel (two-state
680 solution). Differences within Islam between Sunni and Shia groups over the
681 question of modern cultural practice persist. The emergence of Iraq as the first
682 Arab Shia-controlled nation has complicated regional relations. The fragile
683 political affairs of the area are further aggravated by its strategic importance as a
684 supplier of oil to the industrialized world, the unresolved problems of the
685 displaced Palestinian refugees, the recurrent use of terrorism, and territorial

686 disputes. Careful study of political and resource maps help students understand
687 the relative location and the geopolitical, cultural, military, and economic
688 significance of such key states as Saudi Arabia, Turkey, Syria, Lebanon, Jordan,
689 Israel, Kuwait, Iraq, and Iran.

690 Latin American conflicts have often reflected differences between indigenous
691 people and Mestizos, as well as between leftist and conservative ideologies **and**
692 **economic systems**. In the 1980s, several Central American states experienced
693 protracted civil wars, but by the 1990s these conflicts had subsided, though their
694 underlying issues had not been resolved. Some states, such as Costa Rica and Peru,
695 have long-lived stable democracies, draw high numbers of tourists, and successfully
696 engage in globalization. As a case study, students may look to present-day Mexico, a
697 nation greatly shaped by its revolution of 1910-20, and the **political, social and**
698 **economic system** that emerged from it. Among Mexico's strengths have been its
699 sense of national identity, relative political stability, and **successful attempts at**
700 economic development. Students can compare Mexico's experience in an
701 international context, emphasizing its ties to other Latin American nations as well as
702 its complex relationship with the United States, especially in light of the North
703 American Free Trade Agreement. Students might also investigate why the drug
704 trade (and the violence it spawns) is a serious problem in Mexico and several states
705 in South America.

706 Collectively, the leaders of these countries desire to generate prosperity in a
707 contemporary global economy. Petroleum exports have been a source of
708 economic vitality for Organization of Petroleum Exporting Countries (OPEC)

709 members in the Middle East and Latin America. But many other Latin American
710 and African nations have often been forced to rely on the export of a few raw
711 materials as the basis of their economies, which can also fluctuate in value
712 drastically on the world market. As a result, nations have ended up deeply in debt
713 to foreign and international banks. They have often turned to international
714 financial institutions, such as the International Monetary Fund (IMF), for
715 assistance, which generally require their governments to undertake drastic cuts
716 in social services as a condition for receiving loans.

717 Since the 1980s, much of Asia (particularly China, Singapore, Hong Kong,
718 South Korea, and Japan) has become a notable economic success story. China
719 in particular skyrocketed as a major manufacturer of inexpensive goods, which
720 increasingly included electronics. Many historians and political scientists have
721 debated the degree to which China's **moves towards a market economy**
722 ~~capitalism is~~ are likely to prompt changes in its authoritarian, single-party
723 government. Some economists project that China, along with India, may lead
724 Asia's return as the center of the global economy sometime in the twenty-first
725 century. To understand the full complexity of these new centers **of political and**
726 **economic** power, students might consider the degree to which governments in
727 these regions support democracy and individual liberties, especially as they seek
728 to confront violence and instability. As students explore future economic
729 trajectories in these regions, they could consider the relationship between
730 capitalist economies and varying degrees of democratic forms of government.

731

732 **Economic Integration and Contemporary Revolutions in Information,**

733 **Technology, and Communications**

734 World War II accelerated the trend of globalization, the freer and faster

735 movement of people, ideas, capital, and resources across borders. This was

736 seen in transnational developments such as the formation of international

737 organizations such as the United Nations, which attempted to create a forum for

738 nations to resolve their differences and to work collaboratively on global issues.

739 For example, the United Nations worked to establish universal standards for

740 human rights and became a forum for women's and civil rights activists.

741 Knowledge of scientific and medical breakthroughs is spread worldwide, with

742 international efforts to address problems of disease, natural disasters, and

743 environmental degradation.

744 Economic globalization took the form of multinational corporations and

745 international financial institutions such as the International Monetary Fund (IMF),

746 World Bank, and the General Agreement on Tariffs and Trade (GATT), which

747 supported loans for development and endorsed the principle of free trade.

748 Regional trading blocs also developed, most notably in Europe and later in North

749 America. Key to economic globalization was the development of communications

750 technology that enabled financial information and funds to move easily. New

751 technologies also facilitated the spread of consumer products and popular film,

752 television, advertising, and other media around the globe. New economic

753 opportunities and liberalized immigration laws prompted the revival of global

754 migration from the 1960s and accelerated global economic exchange. Global

755 consumption patterns created homogenized cultural experiences in the global
756 cities that sprang up around the world; for example, critics assert that the
757 “McDonaldization” of the world effectively Americanizes diverse cities. In
758 addition, critics point out negative aspects of globalization, pointing to
759 environmental concerns, the impact on child labor, women’s rights and other
760 issues. Using cost-benefit analysis, students examine the differential impact of
761 globalization by dramatizing a mock Congressional hearing on NAFTA, including
762 roles for American, Canadian, and Mexican business owners, farmers, and
763 workers.

764 Globalization also contributed to breakthroughs in medical and scientific
765 technology, which has improved average health and longevity worldwide. Health
766 problems did not disappear, however. Disease and mortality worldwide remained
767 a function of location and financial resources, with the poorest people—typically
768 in Africa and parts of Asia—facing the most intractable problems. Ironically, other
769 health problems, such as obesity and heart disease, were greatest in the most
770 prosperous nations. ~~where overabundance of food rather than scarcity was the~~
771 ~~greater challenge~~. As the twenty-first century unfolded, researchers, international
772 aid organizations and intergovernmental groups continued to work to address a
773 variety of health challenges worldwide.

774 See Appendix A for additional discussion of these points.

775

776 **History–Social Science Content Standards**

777 **Grade Ten**

778 **World History, Culture, and Geography: The Modern World**

779

780 **10.1 Students relate the moral and ethical principles in ancient Greek and**

781 **Roman philosophy, in Judaism, and in Christianity to the development of**

782 **Western political thought.**

783 1. Analyze the similarities and differences in Judeo-Christian and Greco-

784 Roman views of law, reason and faith, and duties of the individual.

785 2. Trace the development of the Western political ideas of the rule of law and

786 illegitimacy of tyranny, using selections from Plato's *Republic* and

787 Aristotle's *Politics*.

788 3. Consider the influence of the U.S. Constitution on political systems in the

789 contemporary world.

790 **10.2 Students compare and contrast the Glorious Revolution of England,**

791 **the American Revolution, and the French Revolution and their enduring**

792 **effects worldwide on the political expectations for self-government and**

793 **individual liberty.**

794 1. Compare the major ideas of philosophers and their effects on the

795 democratic revolutions in England, the United States, France, and Latin

796 America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques

797 Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

798 2. List the principles of the Magna Carta, the English Bill of Rights (1689),

799 the American Declaration of Independence (1776), the French Declaration

800 of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights
801 (1791).

802 3. Understand the unique character of the American Revolution, its spread to
803 other parts of the world, and its continuing significance to other nations.

804 4. Explain how the ideology of the French Revolution led France to develop
805 from constitutional monarchy to democratic despotism to the Napoleonic
806 empire.

807 5. Discuss how nationalism spread across Europe with Napoleon but was
808 repressed for a generation under the Congress of Vienna and Concert of
809 Europe until the Revolutions of 1848.

810

811 **10.3 Students analyze the effects of the Industrial Revolution in England,
812 France, Germany, Japan, and the United States.**

813 1. Analyze why England was the first country to industrialize.

814 2. Examine how scientific and technological changes and new forms of
815 energy brought about massive social, economic, and cultural change (e.g.,
816 the inventions and discoveries of James Watt, Eli Whitney, Henry
817 Bessemer, Louis Pasteur, Thomas Edison).

818 3. Describe the growth of population, rural to urban migration, and growth of
819 cities associated with the Industrial Revolution.

820 4. Trace the evolution of work and labor, including the demise of the slave
821 trade and the effects of immigration, mining and manufacturing, division of
822 labor, and the union movement.

823 5. Understand the connections among natural resources, entrepreneurship,
824 labor, and capital in an industrial economy.

825 6. Analyze the emergence of capitalism as a dominant economic pattern and
826 the responses to it, including Utopianism, Social Democracy, Socialism,
827 and Communism.

828 7. Describe the emergence of Romanticism in art and literature (e.g., the
829 poetry of William Blake and William Wordsworth), social criticism (e.g., the
830 novels of Charles Dickens), and the move away from Classicism in
831 Europe.

832 **10.4 Students analyze patterns of global change in the era of New
833 Imperialism in at least two of the following regions or countries: Africa,
834 Southeast Asia, China, India, Latin America, and the Philippines.**

835 1. Describe the rise of industrial economies and their link to imperialism and
836 colonial-ism (e.g., the role played by national security and strategic
837 advantage; moral issues raised by the search for national hegemony,
838 Social Darwinism, and the missionary impulse; material issues such as
839 land, resources, and technology).

840 2. Discuss the locations of the colonial rule of such nations as England,
841 France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal,
842 and the United States.

843 3. Explain imperialism from the perspective of the colonizers and the
844 colonized and the varied immediate and long-term responses by the
845 people under colonial rule.

846 4. Describe the independence struggles of the colonized regions of the
847 world, including the roles of leaders, such as Sun Yat-sen in China, and
848 the roles of ideology and religion.

849 **10.5 Students analyze the causes and course of the First World War.**

850 1. Analyze the arguments for entering into war presented by leaders from all
851 sides of the Great War and the role of political and economic rivalries,
852 ethnic and ideological conflicts, domestic discontent and disorder, and
853 propaganda and nationalism in mobilizing the civilian population in support
854 of "total war."

855 2. Examine the principal theaters of battle, major turning points, and the
856 importance of geographic factors in military decisions and outcomes (e.g.,
857 topography, waterways, distance, climate).

858 3. Explain how the Russian Revolution and the entry of the United States
859 affected the course and outcome of the war.

860 4. Understand the nature of the war and its human costs (military and
861 civilian) on all sides of the conflict, including how colonial peoples
862 contributed to the war effort.

863 5. Discuss human rights violations and genocide, including the Ottoman
864 government's actions against Armenian citizens.

865 **10.6 Students analyze the effects of the First World War.**

866 1. Analyze the aims and negotiating roles of world leaders, the terms and
867 influence of the Treaty of Versailles and Woodrow Wilson's Fourteen

868 Points, and the causes and effects of the United States's rejection of the
869 League of Nations on world politics.

870 2. Describe the effects of the war and resulting peace treaties on population
871 movement, the international economy, and shifts in the geographic and
872 political borders of Europe and the Middle East.

873 3. Understand the widespread disillusionment with prewar institutions,
874 authorities, and values that resulted in a void that was later filled by
875 totalitarians.

876 4. Discuss the influence of World War I on literature, art, and intellectual life
877 in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein,
878 Ernest Hemingway).

879 **10.7 Students analyze the rise of totalitarian governments after World War I.**

880 1. Understand the causes and consequences of the Russian Revolution,
881 including Lenin's use of totalitarian means to seize and maintain control
882 (e.g., the Gulag).

883 2. Trace Stalin's rise to power in the Soviet Union and the connection
884 between economic policies, political policies, the absence of a free press,
885 and systematic violations of human rights (e.g., the Terror Famine in
886 Ukraine).

887 3. Analyze the rise, aggression, and human costs of totalitarian regimes
888 (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting
889 especially their common and dissimilar traits.

890 **10.8 Students analyze the causes and consequences of World War II.**

891 1. Compare the German, Italian, and Japanese drives for empire in the
892 1930s, including the 1937 Rape of Nanking, other atrocities in China, and
893 the Stalin-Hitler Pact of 1939.

894 2. Understand the role of appeasement, nonintervention (isolationism), and
895 the domestic distractions in Europe and the United States prior to the
896 outbreak of World War II.

897 3. Identify and locate the Allied and Axis powers on a map and discuss the
898 major turning points of the war, the principal theaters of conflict, key
899 strategic decisions, and the resulting war conferences and political
900 resolutions, with emphasis on the importance of geographic factors.

901 4. Describe the political, diplomatic, and military leaders during the war (e.g.,
902 Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf
903 Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight
904 Eisenhower).

905 5. Analyze the Nazi policy of pursuing racial purity, especially against the
906 European Jews; its transformation into the Final Solution; and the
907 Holocaust that resulted in the murder of six million Jewish civilians.

908 6. Discuss the human costs of the war, with particular attention to the civilian
909 and military losses in Russia, Germany, Britain, the United States, China,
910 and Japan. 10.9 Students analyze the international developments in the
911 post-World War II world.

912 1. Compare the economic and military power shifts caused by the war,
913 including the Yalta Pact, the development of nuclear weapons, Soviet

914 control over Eastern European nations, and the economic recoveries of
915 Germany and Japan.

916 2. Analyze the causes of the Cold War, with the free world on one side and
917 Soviet client states on the other, including competition for influence in
918 such places as Egypt, the Congo, Vietnam, and Chile.

919 3. Understand the importance of the Truman Doctrine and the Marshall Plan,
920 which established the pattern for America's postwar policy of supplying
921 economic and military aid to prevent the spread of Communism and the
922 resulting economic and political competition in arenas such as Southeast
923 Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

924 4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the
925 subsequent political and economic upheavals in China (e.g., the Great
926 Leap Forward, the Cultural Revolution, and the Tiananmen Square
927 uprising).

928 5. Describe the uprisings in Poland (1952), Hungary (1956), and
929 Czechoslovakia (1968) and those countries' resurgence in the 1970s and
930 1980s as people in Soviet satellites sought freedom from Soviet control.

931 6. Understand how the forces of nationalism developed in the Middle East,
932 how the Holocaust affected world opinion regarding the need for a Jewish
933 state, and the significance and effects of the location and establishment of
934 Israel on world affairs.

935 7. Analyze the reasons for the collapse of the Soviet Union, including the
936 weakness of the command economy, burdens of military commitments,

937 and growing resistance to Soviet rule by dissidents in satellite states and
938 the non-Russian Soviet republics.

939 8. Discuss the establishment and work of the United Nations and the
940 purposes and functions of the Warsaw Pact, SEATO, NATO, and the
941 Organization of American States.

942 **10.10 Students analyze instances of nation-building in the contemporary**
943 **world in at least two of the following regions or countries: the Middle East,**
944 **Africa, Mexico and other parts of Latin America, and China.**

- 945 1. Understand the challenges in the regions, including their geopolitical,
946 cultural, military, and economic significance and the international
947 relationships in which they are involved.
- 948 2. Describe the recent history of the regions, including political divisions and
949 systems, key leaders, religious issues, natural features, resources, and
950 population patterns.
- 951 3. Discuss the important trends in the regions today and whether they
952 appear to serve the cause of individual freedom and democracy.

953 **10.11 Students analyze the integration of countries into the world economy**
954 **and the information, technological, and communications revolutions (e.g.,**
955 **television, satellites, computers).**